



***Maine Teacher of the Year Program***

***2012 Process Guidelines***

***and***

***Nomination Form***

***Maine Department of Education***

# ***Maine Teacher of the Year Program***

## ***Introduction***

The Maine Teacher of the Year Program does not attempt to single out any individual as the best teacher in Maine, but rather to honor one teacher who best represents all the excellent teachers in our State. Selecting a Teacher of the Year is an exceptional way to celebrate the many outstanding, dedicated, and professional people teaching in Maine schools.

Maine's Teacher of the Year should be committed to excellence and to nurturing the achievement of all students. The nominee should bring to the classroom exemplary skills that are recognized by students, colleagues, parents, and all other members of your school's community. All nominees must hold a Maine teaching certification and hold at least a four-year degree.

While serving as Maine Teacher of the Year, the teacher must maintain his/her current teaching position. Furthermore, all nominees must be employed full-time and be teaching students at least fifty percent of that time.

It is also important to know that being Maine Teacher of the Year requires some time away from the classroom. Along with the publicity that is part of being Teacher of the Year, there are usually several speaking engagements and requests to assist other schools in professional development. This could amount to as many as 40 days of absence during the school year; also, semi- and state finalists will be expected to participate in various activities which could amount to up to 10 days absence during the school year.

The Maine Teacher of the Year will automatically be part of the National Teacher of the Year Program. This includes an annual conference in Dallas, Texas, in January, a National Teacher Forum in Washington in the spring, "Space Camp" at NASA's Alabama headquarters in the summer, and a national education conference in Princeton, New Jersey in the fall.

While it is a local decision how to nominate a teacher from your unit or school, the use of a local nominating committee of at least three colleagues of the nominee is encouraged. This committee might also include a parent, and/or a school board member, a student (s), and/or other members of the school community. The committee and the nominee are responsible for completing the nomination information and returning it to the Department by the deadline on the nomination form.

# **MAINE TEACHER OF THE YEAR PROGRAM**

## ***Program Objectives***

- To recognize and honor the contributions of Maine classroom teachers (PK-12, Career and Technical Education, Special Education, Specialists);
- To have an exemplary teacher available to speak to statewide audiences about important educational issues;
- To expand public awareness about outstanding teachers within communities and across the State;
- To inspire and motivate future and current teachers; and
- To share exemplary teaching practices with school units throughout the State.

## ***Considerations***

To be considered for the Maine Teacher of the Year award, a person must:

- Hold at least a four-year degree;
- Hold a valid and current Maine teaching certification;
- Be actively teaching students (at least 50% of full-time employment) in a Maine public PK-12 school unit or private school at the time of nomination; and maintain his/her current teaching position.

The candidate should:

- Be an exceptionally skilled, dedicated, and knowledgeable teacher who will be considered a true exemplar by the public;
- Inspire students of all backgrounds and abilities to learn;
- Have the respect and admiration of students, parents, and colleagues;
- Play an active and useful role in the community as well as in the school;
- Be an articulate spokesperson who can communicate the issues and concerns of the classroom teacher to a wide variety of audiences, especially to other teachers;
- Possess the energy to withstand a taxing schedule;
- Be aware and informed of current educational reform issues; and
- Be committed to quality education.

## ***Review Panels***

- Panelists will serve on ONE review panel per selection year.
  - Nomination Packet Review Panel
  - School Visit Review Panel
  - Oral Presentation Review Panel
  - Professional Portfolio Review Panel
  - Final Interview Review Panel
- Panelists will be solicited from the following businesses, professional organizations and education groups: Maine State Teacher of the Year Association (MSTOY); Maine Department of Education (MDOE); Maine State Board of Education (MSBE); Maine Education Association (MEA); Maine Principals' Association (MPA); Maine School Management Association (MSMA); Maine School Board Association (MSBA); Maine Coalition for Excellence in Education (MCEE); Maine Curriculum Leaders' Association (MCLA); Maine Administrators for Services for Children with Disabilities (MADSEC); veteran Milken Educator Award recipients; Hannaford Supermarkets; Geiger Bros.; and higher education professionals.

## ***Program Supporters***

The Maine Teacher of the Year Program is a project of the

- Maine Department of Education
- Maine State Board of Education

And is made possible by the generous financial support of

- Hannaford Supermarkets



***Stage 1:***

***Nomination Process***

## Stage 1 – Nomination Process

- **Call for Nominations**

- The Maine Department of Education will develop a communications plan for encouraging nominations. The plan will include:
  - Send Informational Letter to superintendents;
  - Forward Informational Letter to principals, curriculum coordinators, special education directors, former Teachers of the Year, veteran Milken Educator Award recipients, MPA, MEA, MCLA, MADSEC, MSBA, MDOE, MSBE, MSTOY, MCEE, MSMA, Hannaford Supermarkets, Geiger Bros., and higher education professionals;
  - Distribute information at Superintendent's monthly meeting via Regional Representatives;
  - Publicize on the MDOE website, including possible featured link on the home page; and
  - Issue press releases as appropriate to publicize nomination process.
- The plan may include other media efforts such as:
  - Commissioner and/or current Teacher of the Year appearances on talk radio, radio, or television; and
  - Stories in media on current Teacher of the Year.

- **Receipt of Nominations by Department of Education**

- Nomination packets should be complete and postmarked no later than February 4, 2011, and mailed to:

Jennifer Pooler  
Maine Department of Education  
23 State House Station  
Augusta, ME 04333

- Each nominee will be notified by February 11, 2011 of receipt of complete nomination packet.

- **Hall of Flags Event**

- Each nominee will be invited to set up a display of his/her student work or showcase the exciting things happening in his/her classroom at the State House Hall of Flags in March 2011. This is NOT scored.

- Each nominee will receive recognition from the Commissioner of Education and the Governor at this event.

- **Nomination Packets**

- Each complete packet submitted will be scored by a panel of readers following a Scoring Form. (sample attached)

*Up to six (6) semi-finalists will be named from the highest scorers on the Nomination Packets.*

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After completing the selection process, all semi-finalists, State finalists and the Maine Teacher of the Year will be eligible to become members of the Maine State Teacher of the Year Association.

Many school administrative units view this process as a professional development opportunity. Check with your local Certification Team to see if the time spent preparing your Professional Portfolio will count toward your certification.



## *Nomination Form*

### *2012 MAINE TEACHER OF THE YEAR*

*The Maine Teacher of the Year Program is made possible by the  
generous support of Hannaford Supermarkets*

NOMINEE: \_\_\_\_\_

HOME ADDRESS: \_\_\_\_\_

EMAIL: \_\_\_\_\_

HOME PHONE NUMBER: \_\_\_\_\_

GRADE/LEVEL TAUGHT \_\_\_\_\_ UNGRADED: \_\_\_\_\_ SUBJECT(S): \_\_\_\_\_

NAME AND ADDRESS OF SCHOOL:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SCHOOL PHONE NUMBER: \_\_\_\_\_ FAX: \_\_\_\_\_

NAME OF PRINCIPAL: \_\_\_\_\_

PRINCIPAL'S EMAIL: \_\_\_\_\_

PRINCIPAL'S SIGNATURE: \_\_\_\_\_

NAME AND ADDRESS OF SUPERINTENDENT:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SUPERINTENDENT'S PHONE NUMBER: \_\_\_\_\_

SUPERINTENDENT'S SIGNATURE: \_\_\_\_\_

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*Deadline for Return: Postmarked by February 4, 2011 or hand delivered by 5 PM, Friday,  
February 4, 2011.*

**Mail to: Teacher of the Year Program  
Attention: Jennifer Pooler  
Maine Department of Education  
23 State House Station  
Augusta, ME 04333-0023**



## NOMINATION RATIONALE

*(To be completed by the school administrative unit or Nominating Committee—please limit your responses to 1 double-spaced page for each of the 3 questions.)*

1. What creative projects make this teacher's work in the school community outstanding?
2. What has been this teacher's influence on students?
3. Describe the ways this teacher demonstrates leadership and relates to his/her colleagues.

Signatures of Nominating Committee members and their positions:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Schools Attended  
By Nominee

Degree

Major/Minor

Date(s) Attended

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Other Education and/or Special Training

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*Include the current year in calculating the following information:*

Years Teaching: \_\_\_\_\_ Years Teaching in Maine: \_\_\_\_\_

**TEACHING EXPERIENCE:**

Dates	Position	School/Location
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I give my permission for any relevant materials of the above nominee to be shared with persons interested in promoting the State or National Teacher of the Year program. I also understand that, if chosen to serve as Maine Teacher of the Year, I will continue in my current teaching position in Maine for the academic year 2011-2012. In addition, I certify that the above information is accurate and true.

\_\_\_\_\_  
Signature of Nominee

**All nominees must be employed full-time and teaching students at least fifty percent of that time.**

## **NOMINEE'S POSITION PAPER**

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The nominee should respond to the following question and limit the response to 3 double-spaced pages:

**"WHY SHOULD I BE CHOSEN AS THE 2012 MAINE TEACHER OF THE YEAR?"**

In your response, please address the following areas and label each section.

1. Unique aspects of my teaching (including how I address the Maine *Learning Results* in my daily lessons)
2. Strengths as a professional
3. Professional interests

Be sure to include this as part of your nomination package.

## **LETTERS OF RECOMMENDATION**

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The scoring committee will review 4 supporting letters of recommendation. We suggest 1 from a colleague, 1 from a parent, 1 from a student if age appropriate, and 1 from an administrator. Please enclose these with the nomination package.

- **Please do not send any other materials with the nomination package.**
- **Please do not staple the nomination papers or put them in a binder. We will need to make copies of them.**
- **Faxed forms will not be accepted.**

## **INTRODUCTORY PARAGRAPH**

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Include a short paragraph that captures the essence of the teacher being nominated to be used as an introduction or for media opportunities. Please enclose this with the nomination package.

For additional information contact:

*Jennifer Pooler*  
*Department of Education*  
*23 State House Station*  
*Augusta, ME 04333-0023*  
*Voicemail: 624-6638*  
*Fax: 624-6700*  
[jennifer.pooler@maine.gov](mailto:jennifer.pooler@maine.gov)

***Stage 2:***

***Semi-finalists***

## Stage 2 – Semi-finalists

- **School Visit**

- Each semi-finalist will be notified of his/her selection after the nomination packets have been scored.
- A school visit will be scheduled for each semi-finalist during April or May.
- A sample agenda (attached) will be provided to the school principal, who will be charged with setting up the school visit.
- The teacher will be scored on:
  - classroom style (organization and delivery);
  - student interest;
  - relationship with students, colleagues, school administrators, and community members;
  - relevance of teaching content to the “Guiding Principles of the Maine *Learning Results*”; and
  - overall impression.
- The school visit review panel will score the school visit according to a Scoring Form. (sample attached)
- For consistency, every attempt will be made so that the review panel will have the same 3 or 4 members at school visits for each of the semi-finalists. This may be accomplished by having a member of the Maine State Board of Education, a Maine Department of Education staff person, and the current Maine Teacher of the Year sit on all of the review panels.

## **Maine Teacher of the Year School Visit**

### **Sample Agenda**

**NOTE: This day is arranged by the school principal, not the semi-finalist**

Please email directions to the school and your finalized agenda to  
[jennifer.pooler@maine.gov](mailto:jennifer.pooler@maine.gov)

Happy Daze Elementary School  
April 25, 2012

These are only suggested blocks of time. Actual times should be designed to fit your school schedule.

- 8:30 – 9:15 am     Review panel meets with Superintendent, Principal, and Curriculum Coordinator
- 9:20 – 9:40 am     Tour of school with Mr. X's students
- 9:45 – 10:40 am   Review panel observes Ms. X's Math class
- 10:45 – 11:30 am   Review panel meets with parents, community members, school board members
- 11:35 – 12:30 pm   Lunch with Mr. X's colleagues
- 12:35 – 1:00 pm     Review panel interviews Ms. X's students (please feel free to include former students)
- 1:05 – 1:30 pm     Review panel conducts a follow-up interview with Mrs. X

- Please involve administrators, parents, colleagues, school board members, community members, and students in your schedule.
- Be sure to include time for a tour of the school and classroom observation in your schedule.
- Any of these time frames and groups can be changed to accommodate your school needs.
- Please ensure there is time to meet with the semi-finalist's colleagues.
- Each school visit will have 3 review panelists and 1 facilitator.

- **Oral Presentation**

- In July, each semi-finalist will make an oral presentation. You must present a project or lesson that you have used in your classroom during the past year and have found especially rewarding. You will have 30 minutes for the presentation. That time will include questions from the audience, as well as set-up and take-down. Delivery, content, and overall impression are the areas that are judged.
- The oral presentation review panel will use a Scoring Rubric to score the presentation. (sample attached)

- **Professional Portfolio**

- In July, each semi-finalist will submit a professional portfolio describing him/herself and setting forth his/her position on education issues. The format will be based on the National Teacher of the Year program application.
- What's your message? If chosen as Maine Teacher of the Year, you would serve as a spokesperson and representative for the entire teaching profession. What would your message be?
- The portfolio review panel will use a Scoring Rubric to score the portfolio. (sample attached)

***General Portfolio Instructions for the Nominee***

- Proofread and edit.
- Get descriptive feedback from many different reviewers (not all teachers).
- Provide the strongest and clearest evidence; space is limited.
- Be yourself. Your personal voice is important.
- Avoid being overly modest; you have to be convincing.
- Demonstrate a national perspective.
- Save space when you can.
- Present a portfolio that is clear, well organized, well developed, and well written.

- To the extent possible, avoid Maine-specific terms and acronyms/abbreviations. If you use them, explain or include the full name or term.
- Use paragraphs and answer the questions as stated.
- Avoid: name dropping; writing as if you were writing a research paper (i.e., using citations); cute clip art; and overuse of exclamation marks.

### ***Education History, Professional Development Activities***

Provide a brief introductory sentence. How did the professional development improve your teaching? What was the impact on your role as a teacher leader? How did serving as a mentor help new teachers? (no page limit)

- Use professional organizations related to your content area/teaching assignment.
- Include graduate level course work, leadership roles.
- Emphasize graduate courses, clusters, professional development and similar activities that are more substantive than attending a conference.
- Be specific and clear; readers do not know you.
- Be selective.

### ***Professional Biography***

What were the factors that influenced you to become a teacher? Describe what you consider to be your greatest contributions and accomplishments in education. (2 page limit)

- Answer both parts of the section.
- Consider bolding or other formatting to signal the two parts of your response.
- Tell your story. Make the reader want to read this; be compelling from the beginning.
- Be selective in accomplishments/contributions. Avoid a laundry list format with no commentary.
- Be specific.
- Show how your accomplishments/contributions make a difference.
- Include targeted letters of support.



## ***Community Involvement***

Describe your commitment to your community through service-oriented activities such as volunteer work, civic responsibilities and other group activities. (1 page limit)

- Avoid laundry lists or collections of random “good deeds.”
- Include only the community service that is appropriate for this section.
- Make connections to your students, to the school.
- Show how you involve the community.
- Write about the relevance, importance of the service.
- Make this personal and uniquely your own.
- Make connections with targeted letters of support.

## ***Philosophy of Teaching***

- A. Describe your personal feelings and beliefs about teaching, including your own ideas of what makes you an outstanding teacher. Describe the rewards you find in teaching. (2 page limit – combined Parts A, B and C)
- B. How are your beliefs about teaching demonstrated in your personal teaching style?
- C. Describe how you address the Maine *Learning Results* in your lessons.
- Answer both parts of the section; the two sections are inter-related.
  - Discuss your response to this section with others, both educators and non-educators.
  - Consider bolding or other formatting to signal the two parts of your response.
  - Think deeply about your philosophy and express it clearly.
  - Avoid generic statements (“all students can learn”) and platitudes.
  - Express what you truly and deeply believe, and what is unique to you.
  - Make connections between your philosophy and your teaching style.
  - Be clear about what your teaching style really is.
  - Be specific; be real.
  - Put the reader into your classroom.
  - Use letters of support as evidence of your philosophy and teaching style.

## ***Education Issues and Trends***

What do you consider to be the major public education issues today? Address one in depth, outlining possible causes, effects, and resolutions. (1 page limit)

- Focus briefly on major issues then move on to the one that is the most important to you.
- Make it clear to the reader that you have answered both parts.
- Devote the majority of your response to the ONE issue you have selected.
- Be thoughtful and personal; make it obvious that only you could have written this section.
- Demonstrate your knowledge and expertise on this issue, without making this a research report.
- Demonstrate appropriate tone and demeanor in your advocacy.

## ***Teaching Profession***

What do you do to strengthen and improve the teaching profession? What is and/or what should be the basis for accountability in the teaching profession? (2 page limit)

- Answer both parts of this section, and clearly indicate which part is which.
- Describe how you have strengthened and improved the teaching profession, with a focus on teaching as a profession and you as a member of that profession.
- Think of ways in which you have been a teacher leader.
- Be clear and convincing. Be yourself. Be honest and thoughtful.
- Discuss the section on accountability with others before answering; focus on teaching as a profession.
- Avoid passing the buck, or blaming others for challenges you identify.

## ***Maine Teacher of the Year Message***

As the Maine Teacher of the Year, you would serve as a spokesperson and representative for the entire teaching profession. What would be your message? What would you communicate to your profession and to the general public? (2 page limit)

- Consider this your actual Maine Teacher of the Year message, not one you would have "IF" you were Maine Teacher of the Year.

- Frame the message as what you would deliver in your five-minute presentation.
- Think statewide and think inclusively.
- Be articulate, personal, passionate, real, and engaged. Treat this as more than an academic exercise. This message is unique to you, not something from “Any Teacher, USA”.
- Think of speeches that have inspired or moved you.
- Read your drafts out loud.
- Write a message that has resonance nationally.
- Stay on message and don’t ramble.

### ***Letters of Support***

Include four letters of support from any of the following: superintendent, principal, administrator, colleague, student/former student, parent, or civic leader.

- Avoid random letters of support.
- Obtain targeted letters to support and buttress your portfolio sections.
- Give your writers guidance to show you as a unique, one in a million teacher.
- Ensure that the letters are specific.
- Consider these letters as additional pages to your portfolio.
- Refer the reader to the specific letter (and specific page, if applicable) relevant to a given portfolio section.

*Scores from the School Visit, Oral Presentation, and Professional Portfolio will be combined and up to three (3) State finalists will be named from the highest scorers.*

***Stage 3:***

***State Finalists***

### Stage 3 – State Finalists

- Interview with a panel of five former Teachers of the Year and the Teacher of the Year program coordinator.

# MAINE TEACHER OF THE YEAR NOMINATION PACKET SCORING FORM

Nominee: \_\_\_\_\_

**Overall Selection Criteria: The *Maine Teacher of the Year* should:**

- Inspire a love of learning in students of all backgrounds and all abilities;
- Demonstrate a knowledge of current trends/issues in education;
- Be skilled in implementing creative teaching;
- Be able to explain, discuss and defend a personal philosophy of teaching;
- Be articulate and enthusiastic;
- Be exceptionally dedicated;
- Be recognized as a leader in his/her community as well as in his/her school;
- Show active involvement and leadership in professional development and extra-curricular activities;
- Have the respect and admiration of students, parents, and colleagues; and
- Participate in regional or State educational activities.

CRITERIA	MAX. PTS.	SCORE	COMMENTS
<b>I. Completeness of Application, Education History, Professional Development Activities</b> <ul style="list-style-type: none"> <li>• All forms are complete, essays are included.</li> <li>• Essay limits are respected.</li> <li>• 4 letters of support are included.</li> <li>• Colleges, universities, dates attended and degrees are listed.</li> <li>• Teaching employment history with dates, position and school location are listed.</li> </ul>	10		
<b>II. Nomination Rationale (limit - 1 page each)</b> <ul style="list-style-type: none"> <li>• Creative projects make this teacher’s work in the school community outstanding.</li> <li>• This teacher has influenced students in a positive way.</li> <li>• This teacher demonstrates leadership in relation to his/her colleagues.</li> </ul>	6		



**MAINE TEACHER OF THE YEAR  
SCHOOL VISIT SCORING FORM**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

School/town: \_\_\_\_\_

**POINTS: Only scores of 1 (below average), 3 (average) or 5 (outstanding) are acceptable. Giving any other score will nullify the complete scoring form. (Note: a brief handwritten note after each item may be added)**

- \_\_\_\_\_ 1. Organization and delivery – are goals, objectives, and expectations of students clearly defined and communicated to students? Does delivery reflect thoughtful planning and preparation?
- \_\_\_\_\_ 2. Student interest – how engaged are students in class? Is there evidence that the instruction is rigorous and challenging for all students (not “harder”)? Is there evidence that the teacher makes the content relevant to the students?
- \_\_\_\_\_ 3. Relationship with students – how well does the teacher relate to students? Do students seem to be comfortable? Does the teacher try to involve students, and do students respond with active participation?
- \_\_\_\_\_ 4. Does the teacher incorporate the “Guiding Principles” of the Maine *Learning Results*? How well does the teacher’s teaching contribute toward accomplishing the Guiding Principles? Consider effectiveness of class and age group in contributing to the development of student skills as a:
- Clear and effective communicator (expressing self; working on reading, listening, and comprehension skills);
  - Self-directed and life-long learner (creating effective career and education plans and practicing strategies to locate and use information);
  - Creative and practical problem solver (observing, questioning, analyzing, developing solutions);
  - Responsible and involved citizen (accepting responsibility, understanding society and importance of personal participation); and
  - Integrative and informed thinker (understands relationships among disciplines and applies knowledge and skills throughout these).



- \_\_\_\_\_ 5. Relationship with colleagues – how well does the teacher work with fellow teachers at school, and share ideas, methods, and materials? To what degree do other teachers see the teacher as a role model?
- \_\_\_\_\_ 6. Relationship with school administration – how well does the teacher work with the school principal, the superintendent and other administrators? To what extent does the teacher communicate with administrators on his/her classroom approach and objectives? How aware are administrators of the teacher's performance and needs?
- \_\_\_\_\_ 7. Relationship with community – what do parents and other community members value about the teacher? How well do they understand and value the teacher's classroom methods?
- \_\_\_\_\_ 8. Overall impression – how well do you think this teacher would fill the role of Maine Teacher of the Year? How strongly do you think students, colleagues, administration, i.e., the entire school community would support her/him as Maine Teacher of the Year, and thus a representative of what's best about the teaching profession?

\_\_\_\_\_ /40 Total Points

Additional comments:

# MAINE TEACHER OF THE YEAR ORAL PRESENTATION SCORING RUBRIC

Teacher: \_\_\_\_\_

Each presentation will be scored using the following scoring rubric, which has been provided to the presenter prior to the delivery.

Indicator	1	2	3	4	Score (1-4)
<b>Body Language</b>	Movements and gestures distract from the presentation. Body language reveals a reluctance to interact with audience.	Movements and gestures do not impact the presentation. Body language reflects some discomfort when interacting with audience.	Movements and gestures enhance the presentation. Body language reflects comfort when interacting with audience.	Movements and gestures enhance the message of the presentation. Body language reflects confidence, ease and enthusiasm when interacting with audience.	
<b>Coherence</b>	The objective is difficult to identify. There is little evidence of organization of main ideas.	The objective is implied, but may be difficult to identify. Main ideas are clearly organized.	The objective is clear to audience. Main ideas and supporting evidence are clearly organized.	The objective is clear, and audience understands the importance of that objective. The opening, main ideas, supporting details, transitions, and conclusion are clear and effective.	
<b>Communication Aids (e.g., audio, visual, technological, etc.)</b>	No, little, or ineffective use of communication aids.	Use of communication aids lacks smooth transition and/or does not contribute to the quality of the presentation.	Use of communication aids contributes to the quality of the presentation.	Use of communication aids is balanced, varied, and appropriate. They serve to maximize understanding of presentation.	
<b>Elocution</b>	Difficult to hear and/or understand. A monotone is used throughout the presentation.	Voice level is inconsistent during the presentation. Tone begins to vary.	Voice is loud and clear throughout the presentation, but not polished. Tone varies, speaking is conversational.	Poised. Voice is loud and clearly articulated throughout the entire presentation, and is used to complement the presentation.	
<b>Eye Contact</b>	Displays infrequent use of eye contact with audience.	Displays inconsistent use of eye contact with audience.	Displays consistent use of direct eye contact with audience.	Holds attention of entire audience with the use of direct eye contact.	

# MAINE TEACHER OF THE YEAR ORAL PRESENTATION SCORING RUBRIC (Continued)

Indicator	1	2	3	4	Score (1-4)
<b>Responsiveness to Audience</b>	Does not engage audience. Avoids or discourages audience participation. Is not responsive to group.	Slowly engages audience. Is reluctant to respond to questions or interact with the audience.	Quickly engages audience. Responds to most comments or questions. Clarifies, restates, and summarizes when needed.	Actively engages audience throughout the entire presentation. Highly responsive to comments and questions. Consistently clarifies, restates, and summarizes when needed.	
<b>Advocacy</b>	Unable to instill confidence as an advocate for education, for students, or for teachers.	Begins to instill confidence as an advocate for education, for students, or for teachers.	Instills confidence as an effective advocate for education, for students, and for teachers.	Instills confidence as an effective advocate for education, for students, and for teachers. Teaching practices, dedication to the profession and desire to be a spokesperson for the educational community is evident.	
<b>Philosophy</b>	Begins to articulate teaching philosophy as the presentation develops.	Articulates teaching philosophy and provides general examples as the presentation develops.	Clearly articulates teaching philosophy and provides specific examples during the presentation.	Clearly articulates teaching philosophy while offering abundant and compelling evidence throughout the presentation.	
<b>Presentation</b>	Relies on a single strategy to address essential question. No evidence of audience interest or involvement is observed.	Uses limited strategies to address essential question. Audience begins to show interest and involvement.	Applies a variety of strategies to address essential question. Audience shows clear evidence of interest and involvement.	Applies a variety of strategies and demonstrates understanding of learning styles to address essential question. Audience shows compelling evidence of interest and involvement in learning.	

\_\_\_\_\_/36 Total Points

# MAINE TEACHER OF THE YEAR PROFESSIONAL PORTFOLIO SCORING RUBRIC

Teacher: \_\_\_\_\_

Each portfolio will be scored using the following scoring form, which has been provided to the teacher during portfolio development.

	1	2	3	4	Score (1-4)
<b>Educational History, Professional Development Activities (no page limit)</b>					
Beginning with most recent, list the following: colleges and universities attended including postgraduate studies, indicate degrees earned and dates of attendance; teaching employment history indicating dates of employment, district, grade level and subject area; professional association memberships including information regarding offices held and other relevant activities; staff development leadership activity and leadership activity in the training of future teachers; awards and other recognition of your teaching.	Fails to establish sufficient educational history and record of professional development experiences.	Educational history and professional development activities not clearly described.	Provides evidence of educational history and professional development activities.	Provides clear evidence of educational history and professional development activities supporting consideration for the award.	
<b>Professional Biography (2 pages)</b>					
What were the factors that influenced you to become a teacher?	Fails to provide factors that influenced becoming a teacher.	Factors that influenced becoming a teacher not clear.	Provides some factors that influenced becoming a teacher.	Provides in detail the factors that influenced becoming a teacher.	
Describe what you consider to be your greatest contributions to and accomplishments in education.	Fails to provide examples or evidence of contributions and accomplishments in education.	Examples or evidence of contributions and accomplishments in education not clearly described.	Provides some examples and/or evidence of contributions and accomplishments in education.	Provides in detail examples and/or evidence of contributions and accomplishments in education.	

# MAINE TEACHER OF THE YEAR PROFESSIONAL PORTFOLIO SCORING RUBRIC (Continued)

	1	2	3	4	Score (1-4)
<b>Community Involvement (1 page)</b>					
Describe your commitment to your community through service-oriented activities such as volunteer work, civic responsibilities and other group activities.	Fails to indicate any community involvement.	Indicates a commitment to community through some service-related activities.	Describes a commitment to community through various service-related activities.	Describes a detailed commitment to community through a variety of service-related activities.	
<b>Philosophy of Teaching (2 pages)</b>					
Describe your personal feelings and beliefs about teaching including your own ideas of what makes you an outstanding teacher. Describe the rewards you find in teaching.	Fails to address philosophy of teaching.	Philosophy of teaching is not clearly demonstrated in personal teaching style.	Provides some description of teaching philosophy and includes evidence of outstanding teacher qualities.	Provides clear description of teaching philosophy and includes evidence of outstanding teacher qualities.	
How are your beliefs about teaching demonstrated in your personal teaching style?	Fails to indicate how beliefs are demonstrated in teaching style.	Description of beliefs and feelings concerning teaching not clear.	Indicates how philosophy of teaching is demonstrated in teaching style.	Clearly describes how beliefs are demonstrated in teaching style.	
Describe how you address the Maine <i>Learning Results</i> in your lessons.	Fails to address the Maine <i>Learning Results</i> .	Maine's <i>Learning Results</i> are not clearly addressed.	Describes the use and application of Maine's <i>Learning Results</i> in lessons.	Provides clear and specific description of how Maine's <i>Learning Results</i> are imbedded in lessons.	
<b>Educational Issues and Trends (1 page)</b>					
What do you consider to be the major public education issues today? Address one, outlining possible causes, effects, and resolutions.	Fails to outline major education issues.	Outlines major educator issues but lacks detail.	Addresses one major education issue in some depth.	Addresses one major education issue in depth, outlining possible causes, effects, and resolutions.	

# MAINE TEACHER OF THE YEAR PROFESSIONAL PORTFOLIO SCORING RUBRIC (Continued)

	1	2	3	4	Score (1-4)
<b>The Teaching Profession (2 pages)</b>					
What do you do to strengthen and improve the teaching profession?	Fails to provide evidence of strengthening and improving the teaching profession.	Evidence of strengthening and improving the teaching profession not clearly described.	Provides evidence of strengthening and improving the teaching profession.	Provides strong evidence of strengthening and improving the teaching profession.	
What is and/or what should be the basis for accountability in the teaching profession?	Fails to indicate the basis for accountability in the teaching profession.	The basis for accountability in the teaching profession not clearly described.	Indicates the basis for accountability in the teaching profession.	Indicates clear understanding of the basis for accountability in the teaching profession.	
<b>Maine Teacher of the Year (1 page)</b>					
As the Maine Teacher of the Year, you would serve as a spokesperson and representative for the entire teaching profession in Maine. What would be your message?	Fails to convey a Maine Teacher of the Year message.	Maine Teacher of the Year message is vague or unclear.	Maine Teacher of the Year message is understandable.	Maine Teacher of the Year message is presented in a coherent and convincing manner.	
What would you communicate to your profession and to the general public?	Fails to address relevant issues for the teaching profession.	Issues for the teaching profession not clearly described.	Addresses some relevant issues for the teaching profession.	Message is timely and of importance to the profession and the general public.	

\_\_\_\_\_/48 Total Points